

## Forest Circle Middle

500 Forest Circle  
Walterboro, SC 29483

**Grades** 6-8 Middle School

**Enrollment** 603 Students

**Principal** Scott Mathews 843-549-0015

**Superintendent** Charles W. Gale Jr. 843-549-5611

**Board Chair** Michael Crosby 843-549-5715

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	19	25

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 6 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

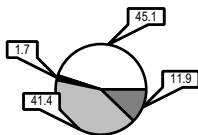
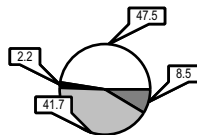
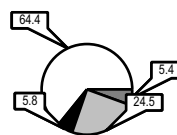
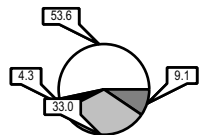
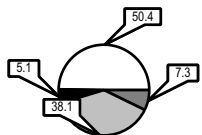
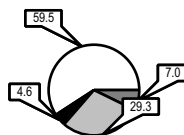
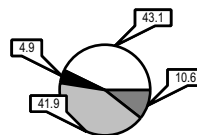
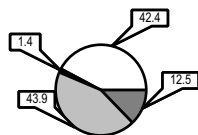
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	N/A	90.0
<b>English 1</b>	N/A	82.6
<b>Biology 1/Applied Biology 2</b>	N/A	48.9
<b>Physical Science</b>	N/A	28.5
<b>All Subjects</b>	N/A	83.0

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	582	89.2	42.5	42.7	12.9	1.9	23.7	No	Yes
<b>Gender</b>									
Male	299	85.6	52.5	38.6	7.6	1.3	15.7	N/A	N/A
Female	283	92.9	32.9	46.7	17.9	2.4	31.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	242	92.1	29.5	49.5	18.0	3.0	33.0	No	Yes
African American	324	86.4	52.6	37.6	8.6	1.1	15.8	No	No
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	495	99.2	40.4	44.0	13.6	2.0	24.4	N/A	N/A
Disabled	87	32.2	77.8	22.2	0.0	0.0	11.1	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	582	89.2	42.5	42.7	12.9	1.9	23.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	45.5	36.4	18.2	0.0	27.3	I/S	I/S
Non-Limited English Proficient	571	89.0	42.5	42.9	12.7	1.9	23.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	429	86.2	50.9	37.4	9.9	1.8	17.3	No	No
Full-pay meals	153	97.4	22.1	55.7	20.0	2.1	39.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	582	89.7	42.4	45.5	9.5	2.5	20.9	No	Yes
<b>Gender</b>									
Male	299	85.6	44.3	45.1	9.4	1.3	19.6	N/A	N/A
Female	283	94.0	40.7	46.0	9.7	3.6	22.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	242	93.0	30.8	49.3	14.9	5.0	30.8	No	Yes
African American	324	86.7	52.3	42.1	5.3	0.4	13.2	No	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	495	99.2	40.4	47.0	9.9	2.6	21.5	N/A	N/A
Disabled	87	35.6	75.0	21.4	3.6	0.0	10.7	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	582	89.7	42.4	45.5	9.5	2.5	20.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	27.3	45.5	18.2	9.1	27.3	I/S	I/S
Non-Limited English Proficient	571	89.5	42.8	45.6	9.3	2.3	20.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	429	86.9	48.4	45.2	5.0	1.5	13.4	No	Yes
Full-pay meals	153	97.4	27.9	46.4	20.7	5.0	39.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	582	99.1	64.1	24.7	5.4	5.8	11.2
<b>Gender</b>							
Male	299	98.7	64.2	24.0	4.8	7.0	11.8
Female	283	99.6	64.0	25.4	6.1	4.5	10.6
<b>Racial/Ethnic Group</b>							
White	242	100.0	51.4	28.7	8.3	11.6	19.9
African American	324	98.5	74.6	21.1	3.3	1.0	4.3
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	495	99.0	59.0	27.8	6.4	6.8	13.2
Disabled	87	100.0	92.6	7.4	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	582	99.1	64.1	24.7	5.4	5.8	11.2
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	54.5	27.3	0.0	18.2	18.2
Non-Limited English Proficient	571	99.1	64.3	24.6	5.5	5.5	11.1
<b>Socio-Economic Status</b>							
Subsidized meals	429	98.8	71.9	22.0	3.3	2.8	6.1
Full-pay meals	153	100.0	43.1	31.9	11.1	13.9	25.0

<b>Social Studies</b>							
All Students	582	98.8	53.1	33.4	9.2	4.3	13.5
<b>Gender</b>							
Male	299	98.0	55.0	27.9	10.8	6.3	17.1
Female	283	99.6	51.1	39.0	7.6	2.3	9.8
<b>Racial/Ethnic Group</b>							
White	242	99.2	42.1	36.0	14.0	7.9	22.0
African American	324	98.5	62.0	30.7	5.6	1.7	7.3
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	495	98.6	47.6	36.9	10.4	5.1	15.5
Disabled	87	100.0	84.0	13.6	2.5	0.0	2.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	582	98.8	53.1	33.4	9.2	4.3	13.5
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	27.3	54.5	9.1	9.1	18.2
Non-Limited English Proficient	571	98.8	53.6	33.0	9.2	4.2	13.4
<b>Socio-Economic Status</b>							
Subsidized meals	429	98.6	61.0	30.3	5.6	3.1	8.7
Full-pay meals	153	99.3	31.5	42.0	18.9	7.7	26.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	65.9	26.4	7.8	0.0	7.8
	7	138	98.6	43.3	48.0	8.7	0.0	8.7
	8	127	99.2	30.2	49.1	17.2	3.4	20.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	208	88.9	45.8	35.6	14.7	4.0	18.6
	7	195	90.3	45.3	42.9	11.2	0.6	11.8
	8	179	88.3	35.4	51.4	12.5	0.7	13.2
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	42.6	41.9	14.7	0.8	15.5
	7	138	99.3	53.9	34.4	10.2	1.6	11.7
	8	128	100.0	53.4	38.8	6.9	0.9	7.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	208	89.9	32.0	53.4	11.2	3.4	14.6
	7	195	89.7	51.3	39.4	8.1	1.3	9.4
	8	179	89.4	45.5	42.8	9.0	2.8	11.7
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	99.3	72.9	17.1	7.8	2.3	10.1
	7	138	99.3	58.6	28.1	6.3	7.0	13.3
	8	128	99.2	50.9	36.2	10.3	2.6	12.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	208	98.6	67.0	18.6	8.2	6.2	14.4
	7	195	100.0	69.8	22.9	1.7	5.6	7.3
	8	179	98.9	54.3	34.0	6.2	5.6	11.7
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	144	98.6	52.3	32.0	10.2	5.5	15.6
	7	138	99.3	60.2	32.0	5.5	2.3	7.8
	8	128	99.2	35.7	44.3	13.9	6.1	20.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	208	98.6	49.5	33.5	11.3	5.7	17.0
	7	195	99.0	70.1	22.6	2.8	4.5	7.3
	8	179	98.9	38.9	45.1	13.6	2.5	16.0

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 603)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	11.2%	16.7%
Retention rate	6.5%	Down from 7.2%	3.2%	2.5%
Attendance rate	92.6%	Down from 94.2%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.6%	Up from 9.2%	2.9%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	9.5%	Up from 9.3%	2.8%	1.0%
Eligible for gifted and talented	12.3%	Down from 13.3%	9.3%	15.6%
On academic plans	0.0%	N/AV	52.6%	39.9%
On academic probation	0.0%	N/AV	1.6%	0.7%
With disabilities other than speech	12.8%	Down from 14.5%	12.7%	12.4%
Older than usual for grade	9.6%	Down from 10.5%	6.5%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Down from 6.5%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 39)</b>				
Teachers with advanced degrees	35.9%	Down from 46.2%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	38.4%	N/A	12.6%	9.1%
Teachers with emergency or provisional certificates	28.6%	Up from 0.0%	12.1%	5.6%
Teachers returning from previous year	62.8%	Down from 71.5%	80.1%	84.6%
Teacher attendance rate	94.2%	Up from 94.0%	94.8%	94.8%
Average teacher salary	\$36,368	Down 6.0%	\$42,195	\$42,267
Prof. development days/teacher	11.9 days	Down from 13.9 days	11.8 days	11.9 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	No change	19.4 to 1	21.1 to 1
Prime instructional time	84.5%	Down from 86.3%	88.2%	89.0%
Dollars spent per pupil*	\$4,930	Down 14.1%	\$6,971	\$6,243
Percent of expenditures for teacher salaries*	63.6%	Down from 65.0%	57.8%	59.8%
Percent of expenditures for instruction*	65.6%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.6%	Up from 82.6%	96.6%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	Down from Good	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	11.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.7%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

\The 2005-2006 school year at Forest Circle Middle School has been one of tremendous growth! Not only has an additional wing and Cafeteria been added, doubling our floor space to accommodate the student population of over 600, but several new teachers, a Curriculum Specialist, an additional Assistant Principal, and Guidance Counselor were added to the team. We had rallies to welcome our new students and staff to our family at the beginning of the school year. We also held several parent nights, hosted by our grade level teams to welcome our new parents.

Building Success Through Teamwork continued to serve as the 2005-2006 motto for Forest Circle Middle School as the faculty and staff initiated the year collaborating with parents and students to analyze students' PACT scores and address deficient areas. A good example of this is the 7th grade's participation in the Environment in the Curriculum (EIC) model, where the students planned and planted the landscaping for the new wing of our school. Every academic subject was used in this project.

Our 8th grade enjoyed the new classrooms and toured two college campuses to get focused on their High School courses. Our 8th-grade teachers hosted a trip to Jekyll Island and Washington, D.C. We also had our first 8th grade graduation, which was a great success!

Some highlights of the 2005-2006 school year included the implementation of a school-wide reading program where the students read every day during a twenty-five minute period. Our staff continued to collaborate to teach lessons that included all academic areas. We continued to improve our instructional strategies by using the Explicit Direct Instruction (EDI) model and by using brain research methods.

Mrs. Morrison Payne, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	160	81
Percent satisfied with learning environment	44.8%	62.7%	77.2%
Percent satisfied with social and physical environment	60.7%	66.5%	65.0%
Percent satisfied with school-home relations	41.4%	77.6%	72.5%

\*Only students at the highest middle school grade level at this school and their parents were included.